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ABSTRACT

This document presents a model for student organization development, defining in detail the central conditions for the CORE model (Cohesion, Organization, Resourcefulness, and Energy); and provides an assessment tool, the CORE Conditions Checklist, for checking the extent to which these conditions are present in organizations. The CORE model is comprised of three concentric rings, the central ring containing the four CORE conditions which activate an organization to meet its needs. These student organization needs (i.e., fund raising, recruitment, leadership, group unity) are contained in the second ring. The third ring contains ten student development domains (e.g., forming friendships, developing interpersonal and task competencies) which are the long range goals of student organization development. The CORE conditions make these long range goals possible. Factors which comprise these conditions are: (1) involvement and participation, group affiliation and commitment, a shared sense of mission, belongingness, and helpfulness and friendship (Cohesion); (2) purposes, structure, policies and procedures, rewards, and leadership (Organization); (3) student organization knowledge, campus knowledge, and personal, interpersonal, and task competencies (Resourcefulness); and (4) positive motivation, innovation, responsibility, cooperation, and adaptability (Energy). The 100-item CORE Conditions Checklist, which is appended, is a tool for student organizations, or those working with them, to assess member perceptions of the organization. (WAS)

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# CORE Conditions for Student Organization Development

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Running Head: CORE Conditions

CG 016864

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# CORE Conditions for Student Organization Development

Student organization development ("SOD") is a technology to intentionally advance student development through positive alteration of student organizations. It has emerged recently from an integration of organization development ( e.g., Huse, 1980) and student development (e.g., Miller & Prince, 1976). General models (Conyne, 1982a) and the specific CORE model, Cohesion, Organization, Resourcefulness, and Energy (Conyne, 1982b) to SOD have been developed and described to provide conceptual frameworks for conducting this technology. The purpose of this paper is to extend this line of effort by defining in detail the CORE conditions themselves, along with providing an assessment tool for checking the extent to which these conditions are present in student organizations.

The CORE model to student organization development (see Figure 1) is comprised of three concentric rings. The contents of these rings are briefly described below, followed by a concentration on factors in the CORE conditions.

- - - - - - - - - - - - - - - - -

Insert Figure 1 about here

- - - - - - - - - - - - - - - - -

The center ring contains the CORE conditions of Cohesion, Organization, Resourcefulness, and Energy. When these conditions are sufficiently present they serve to activate an organization to satisfactorily meet its needs.

These student organizational needs, or success potentials, are contained in Ring Two of the model and they represent the proximate (mid-range) outcome goals in SOD. The seven need areas contained were obtained from an organizational needs assessment of University of Cincinnati student organizations (Fabe & Conyne, 1982). Fund raising, keeping attendance up, recruiting members, motivating members, assuming leadership, improving communication, and group unity received the greatest needs endorsement and they are presented in Ring Two proportionate in size to the relative degree of that endorsement. Examination of them and their size suggests that these factors also reflect a tacit organizational needs hierarchy, ranging from "survival" to "growth", that has been identified previously by theorists such as Herzberg, Mausner & Snyderman (1959) and Maslow (1954). The outer ring of the model includes 10 student development domains, adapted from the work of Chickering, 1969, Prince, Miller, & Winston, 1974, and Steele, 1973. Forming friends, establishing identity, expressing feelings, developing personal competencies, developing interpersonal competencies, developing environmental competencies, developing task competencies, developing purpose, career preparation, and enjoyment represent these major domains, which are the distal (long-range) outcome goals for SOD.

## CORE Condition Factors

As stated, the CORE conditions of Cohesion, Organization, Resourcefulness, and Energy are the activating agents in SOD. They are the analogue of the "necessary and sufficient" conditions for change postulated in early nondirective counseling (Rogers, 1942), although all CORE conditions may not

be either necessary or sufficient in every SOD case. However, the adequate presence of these conditions in a student organization is thought to promote opportunities for organizational success, a proximal SOD goal. This accomplishment is thought to lead to member satisfaction in student development domains, which represents a distal SOD goal. Thus, further specification of CORE condition factors is needed in order to be able to diagnose their relative presence in selected student organizations. Following is a discussion of the four CORE conditions, as well as an assessment Checklist that will allow for a global diagnosis of these conditions in student organizations.

Cohesion (C)

A student organization possesses cohesion when members strongly desire to remain a part of it (Zander, 1982). Yalom's (1975) observation that cohesion is a significant "curative" factor in psychotherapy groups holds, as well, for student organizations. Cohesion is a kind of "glue" that binds members to the organization itself.

Cohesion in the CORE model to student organization development comprises the individual factors of involvement and participation, group affiliation and commitment, a shared sense of mission, belongingness, and helpfulness and friendship. These cohesion factors are briefly described next.

Involvement and Participation. A cohesive student organization is marked by members who contribute actively. They generally attend scheduled organizational functions, participate actively in those functions and, more frequently than not, they can be counted on to volunteer their time and effort for needed organizational projects.

Group Affiliation and Commitment. A cohesive student organization engenders pride in its members. They psychologically identify with it and support most organizational activities. When situations get difficult, most of the organizational members can be expected to rally to its cause.

Shared Sense of Mission. Members of a cohesive student organization generally accept and espouse an overarching set of organizational values and a common direction. This shared set of superordinate goals, values, and direction serves to attract and hold members and to channel their efforts and energies.

Belongingness. Members of a cohesive student organization feel a part of it emotionally. The organization tends to represent a point of personal significance in their lives. Members feel "at home" in the organization and look forward to organizational functions.

Helpfulness and Friendship. A cohesive student organization provides a supportive, caring environment for members. Adequate social supports exist. If help were needed, a member could expect to receive it through the organization. Members generally are friends with each other.

Organization (O)

A student organization possesses adequate organization when a system exists providing for maintaining and for changing itself (Moos, 1979). Such a system needs to be in accord with the generally perceived organizational mission and to be clearly articulated.

Organization in the CORE model comprises the factors of purposes, structure, policies and procedures, rewards, and leadership. These organization factors are briefly described below.

Purposes. An effectively organized student group has defined goals and objectives that are consistent with the overall organizational mission. These purposes receive the general endorsement of most members. While the purposes are concrete and feasible, they also are compelling enough to direct member production.

Structure. A student organization requires a formal interrelated set of reporting lines, division of labor, decision points, officer and member responsibilities, and communication channels in order to be effective. This formal arrangement needs to be clearly identified, related directly to organizational purposes, and to be supported by members. Existing informal arrangements, such as norms and sub-groups, ideally should reinforce the formal arrangement.

Policies and Procedures. A well-organized student organization generally has produced clearly written documents setting forth standards and rules, such as a Constitution, to guide organizational behavior and practice. These standards and rules are agreements about organizational life that include methods for their application. The standards should be supported by organizational members. Methods for standards review and change need to be present, as do methods for standards maintenance.

Rewards. A student organization possessing adequate organization properly rewards members who perform organizational tasks well. This appropriate reinforcement of member performance may be realized through recognition, awards, advancements, or other means, and it serves to promote quality organizational task accomplishment and individual member satisfaction.

Leadership. An adequately organized student organization has a designated leadership that is recognized and supported. These leaders effectively

manage task demands and members' resources to keep the organization in balance and on course.

Resourcefulness (R)

A student organization is resourceful when its members possess the working knowledge and skills (Egan & Cowan, 1979) needed to maintain and extend the organization. Resourcefulness in the CORE model to student development comprises the individual factors of student organization knowledge, campus knowledge, and personal, interpersonal, and task competencies. These resourcefulness factors are briefly described below.

Student Organization Knowledge. Resourceful student organizations are comprised of members who are well informed about Student Affairs and University rules and regulations that directly affect them. They are knowledgeable about such matters as funding, student organization constitution requirements, governance structure regulations, and organization registration procedures.

Campus Knowledge. Members of a resourceful student organization will possess knowledge of the aspects of the campus environment that could indirectly affect their organization in important ways. They are informed about the range of campus services available and of how to gain access to them, they can accurately map the campus administrative structure, and they can identify and gain entry to key campus personnel.

Personal Competencies. Resourceful student organizations tend to contain members who possess basic levels of personal skills. These members generally are aware of their evolving personal identity, they are integrating a coherent values system, and they can function maturely and responsibly.

Interpersonal Competencies. Members of resourceful student organizations are able to interact effectively with others in tasks or about human relations matters. These individuals can listen to and express ideas and feelings, they can form and maintain effective working relationships, and they can negotiate and manage conflict satisfactorily.

Task Competencies. Resourceful student organizations require members who can satisfactorily perform organizational tasks. Such members generally are competent in program planning, development and implementation, organizing and running work meetings, and in budgetary and fiscal matters.

Energy (E)

A student organization is likely to possess energy, or be energized, when most members are consistently supportive of organizational direction and of the general conditions present in the organization. As Herzberg, Mausner, and Snyderman (1959) hypothesized, positive work attitudes are persistently associated with certain work conditions, such as recognition and responsibility. The presence of such positive attitudes among organizational members promotes energy.

Energy in the CORE model comprises the attitudinal factors of positive motivation, innovation, responsibility, cooperation, and adaptability. These energy factors are briefly described next.

Positive Motivation. An energized student organization is characterized by members who understand, are attracted to, and who feel supportive of organizational objectives. Simultaneously, these members are able to derive personal benefit and to gain from their organizational participation.

Innovation. Energized student organizations are comprised of members who view it as important to scan the organizational environment from an attitude of creativity. They are inclined to initiate needed projects without prompting. They hold an ethic of volunteerism regarding organizational work to be done. These members seem compatible with constructive change.

Responsibility. Members can energize student organizations when they approach tasks seriously, are oriented toward a long range view of problems and goals, and who can be counted on to complete tasks that have been started.

Cooperation. Energized student organizations contain members who view organizational life as a shared participatory experience in which individual efforts are undertaken to enhance the whole organization. In such an organization, members feel relatively free to give assistance to and to seek it from others. These members view themselves as being an important part of a team.

Adaptability. Members of student organizations with high energy levels participate with an attitude of responsible flexibility. They do not construe situations or take actions with rigidity. They are open to their experience as interpreted within the context of organizational goals. They exemplify "tentative commitment" in their organizational actions in order to insure ample options for action.

## Conclusion

The appendix to this paper contains the complete "CORE Conditions Checklist." Use of this Checklist allows student organizations, or those working with them, to assess member perceptions of the organization and to then have the opportunity to use resulting data in a wide range of student organization development activities.

While this Checklist centers the organizational assessment on the internal environment of the student organization, one must also be concerned with the contextual campus environment of which the organization is a part. Campus politics, culture, and the general level and kind of input resources (such as funding) available to the organization exemplify this contextual environment.

However, as is apparent, the emphasis of this paper is on a method to assess the quality of important student organization conditions present within an organization. I hope it is found to be useful in conducting more informed student organization development activities.

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## Figure Caption

Figure 1. CORE Conditions for student organization development.

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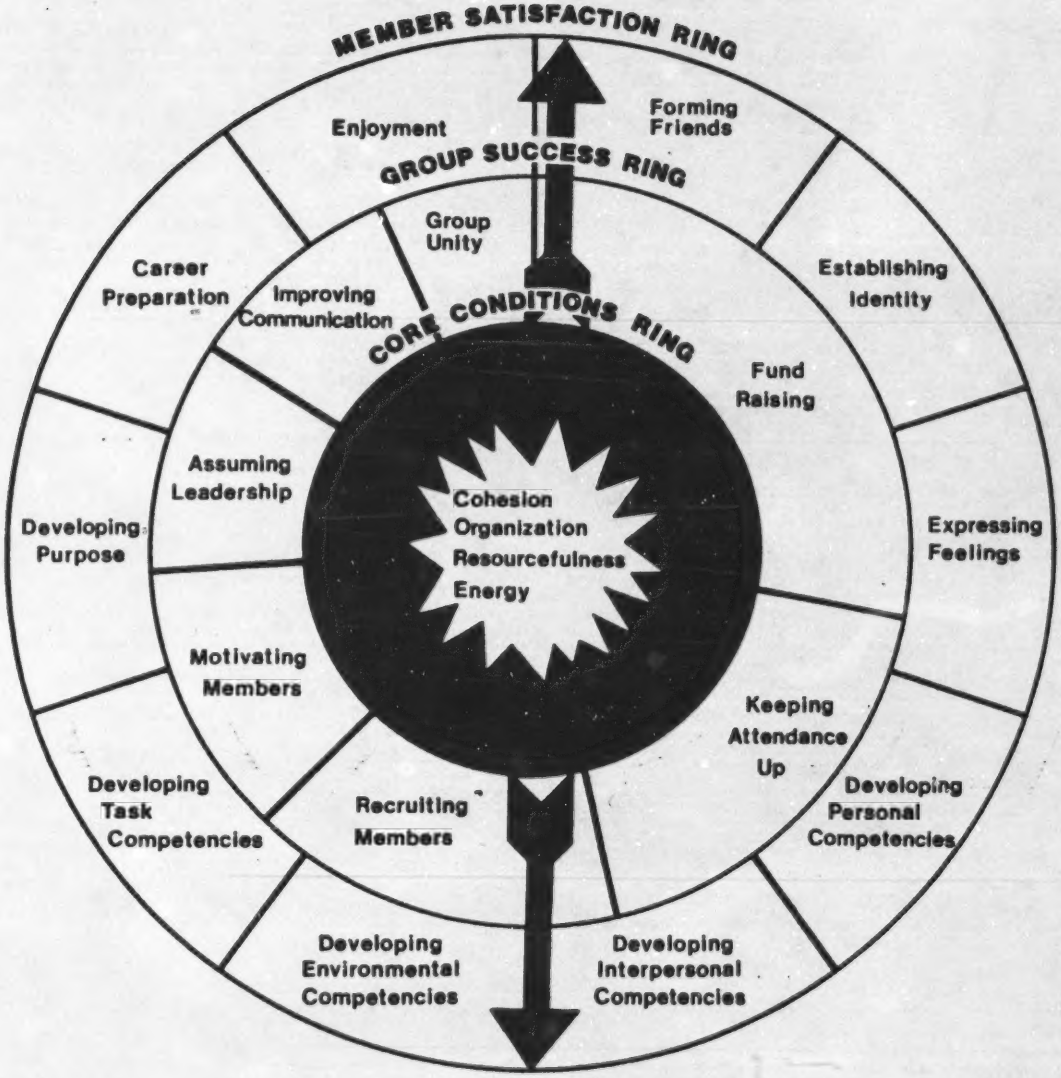
MEMBER SATISFACTION RING
Enjoyment
Forming Friends
GROUP SUCCESS RING
Group Unity
Career Preparation
Improving Communication
CORE CONDITIONS RING
Establishing Identity
Fund Raising
Assuming Leadership
Developing Purpose
Cohesion
Organization
Resourcefulness
Energy
Expressing Feelings
Motivating Members
Keeping Attendance Up
Developing Task Competencies
Recruiting Members
Developing Personal Competencies
Developing Environmental Competencies
Developing Interpersonal Competencies

# CORE Conditions Checklist

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1982

[1]I wish to acknowledge the assistance of Dr. Michael T. Enderly and of other Student Organization Development Center staff in the design of this Checklist.

# CORE Conditions Checklist

## Introduction

This Checklist is intended to provide student organization members and those working with them, such as advisors and Student Organization Development Center staff, with a tool for assessing the degree to which certain basic conditions are present in their organization. Once tallied, this information can be useful in better understanding the organization and in making decisions relevant to student organization development.

## Instructions for Completing the Checklist

The 100 Checklist items are presented in a straight-forward manner. Twenty-five items are contained for each of four CORE conditions, Cohesion, Organization, Resourcefulness, and Energy. Each CORE condition is comprised of five factors and these factors, in turn, each contain five items.

Follow these steps in responding to Checklist items:

a) Rate each of the 100 Checklist items using the "Agreement" scale attached and circling the response that seems right to you. These responses range from:

1 = Disagree strongly
2 = Disagree
3 = Disagree slightly
4 = Neutral
5 = Agree slightly
6 = Agree
7 = Agree strongly

*FOR EXAMPLE:*

I enjoy college. 1 2 3 4 5 (6) 7

(Explanation: In this case, the respondent Agreed with the statement.)

b) Comment on your responses following each Factor, as appropriate. Your comments will greatly aid in understanding your organization more fully. Be specific.

c) Please ignore all scoring boxes.

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## CORE Conditions Checklist

Office use only _____

Col. (1)(2)(3)(4) _____

Date _____

### COHESION CONDITION

#### Factor A: Involvement & Participation

| | | Disagree strongly | Disagree | Disagree slightly | Neutral | Agree slightly | Agree | Agree strongly |
|---|---|---|---|---|---|---|---|---|
| (5) | 1. Members attend scheduled organizational functions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (6) | 2. Members actively participate in functions when they attend. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (7) | 3. Members "drag their feet" in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (8) | 4. Positive involvement and participation are important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (9) | 5. I feel positively involved and participative in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Comments for "Involvement":

(10-11) ☐ Factor A Score

### COHESION CONDITION

#### Factor B: Group Affiliation & Commitment

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| (12) | 6. Members are proud of this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (13) | 7. Members do not closely identify with the organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (14) | 8. Members could be counted on to support the organization when it is in trouble. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (15) | 9. Member identification and commitment to the organization is important for it to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (16) | 10. I identify with and feel committed to this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

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**Comments for "Affiliation":**

| | | Disagree strongly | Disagree | Disagree slightly | Neutral | Agree slightly | Agree | Agree strongly |
|---|---|---|---|---|---|---|---|---|

(17-18) ☐ Factor B Score

## COHESION CONDITION

### Factor C: Shared Sense of Mission

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| (19) | 11. An overriding purpose and set of values are present in the organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (20) | 12. Members are attracted by the direction present in the organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (21) | 13. The organization direction fails to motivate members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (22) | 14. A shared sense of mission is important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (23) | 15. I am satisfied with the current sense of mission in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Mission":**

(24-25) ☐ Factor C Score

## COHESION CONDITION

### Factor D: Belongingness

| | | | Disagree strongly | Disagree | Disagree slightly | Neutral | Agree slightly | Agree | Agree strongly |
|---|---|---|---|---|---|---|---|---|---|
| (26) | 16. | Members of this organization feel a part of it. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (27) | 17. | This organization is unimportant to its members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (28) | 18. | Organizational members tend to look forward to planned functions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (29) | 19. | A feeling of member belongingness is important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (30) | 20. | I feel that I belong to this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Belongingness":**

(31-32) ☐ Factor D Score

## COHESION CONDITION

### Factor E: Helpfulness & Friendship

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| (33) | 21. | Members are personally supportive of each other in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (34) | 22. | If a member needed personal assistance, (he) or (she) could expect to receive it from other members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (35) | 23. | Members of this organization could not be thought of as friends. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (36) | 24. | Member helpfulness and friendship are important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (37) | 25. | I obtain help and friendship in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Disagree strongly | Disagree | Disagree slightly | Neutral | Agree slightly | Agree | Agree strongly

**Comments for "Helpfulness":**

(38-39) ☐ **Factor E Score**

(40-41-42) ☐ **Cohesion Condition Score Total**

## ORGANIZATION CONDITION

### Factor A: Purposes

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| (43) | 26. | The organization has defined its goals and objectives (purposes). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (44) | 27. | The goals and objectives are understood by everyone in the organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (45) | 28. | Goals and objectives are not supported by members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (46) | 29. | Effective purposes are important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (47) | 30. | I support the purposes of this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Purposes":**



(48-49) ☐ **Factor A Score**

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## ORGANIZATION CONDITION

### Factor B: Structure

| | | | Disagree strongly | Disagree | Disagree slightly | Neutral | Agree slightly | Agree | Agree strongly |
|---|---|---|---|---|---|---|---|---|---|
| (50) | 31. | The formal structure of this organization (e.g., division of labor, officer structure) is understood by members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (51) | 32. | The formal structure is supported by members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (52) | 33. | The formal structure is unrelated to organizational goals. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (53) | 34. | Effective structure is important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (54) | 35. | I think that the structure of this organization is effective. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Structure":**

(55-56) ☐ **Factor B Score**

## ORGANIZATION CONDITION

### Factor C: Policies & Procedures

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| (57) | 36. | Members would say that the organization's policies and procedures (e.g., Constitution) assist in guiding organizational practice. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (58) | 37. | The policies and procedures conflict with organizational purposes. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (59) | 38. | Members understand existing policies and procedures. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (60) | 39. | Effective policies and procedures are important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

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| | | Disagree strongly | Disagree | Disagree slightly | Neutral | Agree slightly | Agree | Agree strongly |
|---|---|---|---|---|---|---|---|---|
| (61) | 40. I think the policies and procedures are effective. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Policies":**

(62-63) ☐ Factor C Score

## ORGANIZATION CONDITION

### Factor D: Rewards

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| (64) | 41. Members are rewarded for positively contributing to this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (65) | 42. Participation in the organization provides an opportunity for personal satisfaction. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (66) | 43. Important tasks need to be done in this organization which go unrewarded. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (67) | 44. Member rewards are important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (68) | 45. I have received rewards, when appropriate, through involvement in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Rewards":**

(69-70) ☐ Factor D Score



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## ORGANIZATION CONDITION

### Factor E: Leadership

| | | Disagree strongly | Disagree | Disagree slightly | Neutral | Agree slightly | Agree | Agree strongly |
|---|---|---|---|---|---|---|---|---|
| (71) | 46. Officers of this organization are well known to members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (72) | 47. The organization leadership is doing an inadequate job of managing organizational tasks. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (73) | 48. The organization leadership is managing member resources in an effective way. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (74) | 49. Good leadership is important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (75) | 50. I would judge the leadership in this organization to be effective. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Leadership":**

(76-77) ☐ **Factor E Score**

(78-79-80) ☐ **Organization Condition Score Total**

Col. (1)(2)(3)(4)

## RESOURCEFULNESS CONDITION

### Factor A: Student Organization Knowledge

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| (5) | 51. Members of this organization are informed about student organization registration policies. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (6) | 52. The student organization governance structure is not understood by members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | Disagree strongly | Disagree | Disagree slightly | Neutral | Agree slightly | Agree | Agree strongly |
|---|---|---|---|---|---|---|---|---|
| (7) | 53. Student organization Board funding policies and procedures are known to organization members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (8) | 54. Adequate student organization knowledge is important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (9) | 55. I possess an acceptable level of student organization knowledge. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Student Organization Knowledge":**

(10-11) ☐ **Factor A Score**

## RESOURCEFULNESS CONDITION

### Factor B: Campus Knowledge

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| (12) | 56. Members of this organization could identify where campus services are located. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (13) | 57. Key campus personnel are known to our members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (14) | 58. Members are unfamiliar with how to gain access to campus services. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (15) | 59. Adequate campus knowledge is important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (16) | 60. I possess an adequate level of campus knowledge. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Campus Knowledge"**



(17-18) ☐ **Factor B Score**

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**RESOURCEFULNESS CONDITION**

**Factor C: Personal Competencies**

| | | Disagree strongly | Disagree | Disagree slightly | Neutral | Agree slightly | Agree | Agree strongly |
|---|---|---|---|---|---|---|---|---|
| (19) | 61. Members of this organization are aware of their personal identity. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (20) | 62. Members generally fail to behave maturely in organizational activities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (21) | 63. Members' organizational behavior is consistent with their values. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (22) | 64. Sufficient member personal awareness and skills are important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (23) | 65. I use personal skills effectively in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Personal Competencies":**

(24-25) ☐ **Factor C Score**

**RESOURCEFULNESS CONDITION**

**Factor D: Interpersonal Competencies":**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| (26) | 66. Members of this organization can communicate acceptably with others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (27) | 67. Members can maintain effective working relationships. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (28) | 68. Managing conflict is done poorly by our members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (29) | 69. Adequate member competencies in relating to others are important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

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| | | Disagree strongly | Disagree | Disagree slightly | Neutral | Agree slightly | Agree | Agree strongly |
|---|---|---|---|---|---|---|---|---|
| (30) | 70. I relate with others effectively in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Interpersonal Competencies":**

(31-32) ☐ Factor D Score

**RESOURCEFULNESS CONDITION**

**Factor E: Task Competencies**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| (33) | 71. The planning of programs and events is done adequately by our members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (34) | 72. Members participate in organizational meetings in an effective way. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (35) | 73. Budgetary matters are handled inadequately in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (36) | 74. Sufficient skills in handling organizational tasks are important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (37) | 75. I am able to perform tasks satisfactorily in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Task Competencies":**



(38-39) ☐ Factor E Score

(40-41-42) ☐ Resourcefulness Condition Score Total

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## ENERGY CONDITION

### Factor A: Positive Motivation

| | | | Disagree strongly | Disagree | Disagree slightly | Neutral | Agree slightly | Agree | Agree strongly |
|---|---|---|---|---|---|---|---|---|---|
| (43) | 76. | Organizational tasks positively stimulate members of this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (44) | 77. | Members fail to get their personal needs met through this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (45) | 78. | Members are attracted to the overall mission of this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (46) | 79. | An attitude of positive motivation is important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (47) | 80. | I am positively motivated in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Positive Motivation":**

(48-49) ☐ Factor A Score

## ENERGY CONDITION

### Factor B: Innovation

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| (50) | 81. | Members possess an attitude of creativity about their organizational participation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (51) | 82. | Members are inclined to initiate needed projects without prompting. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (52) | 83. | Volunteerism is not an attitude held by members of this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (53) | 84. | An attitude of innovation is important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

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| | | Disagree strongly | Disagree | Disagree slightly | Neutral | Agree slightly | Agree | Agree strongly |
|---|---|---|---|---|---|---|---|---|
| (54) | 85. I hold an innovative attitude in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Innovation":**

(55-56) ☐ **Factor B Score**

**ENERGY CONDITION**

**Factor C: Responsibility**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| (57) | 86. Members approach tasks of this organization seriously. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (58) | 87. A long range view of tasks is missing from this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (59) | 88. Members can be counted on to complete organizational tasks they have begun. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (60) | 89. A responsible attitude is important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (61) | 90. I hold a responsible attitude in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Responsibility":**

(62-63) ☐ **Factor C Score**



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**ENERGY CONDITION**

**Factor D: Cooperation**

| | | | Disagree strongly | Disagree | Disagree slightly | Neutral | Agree slightly | Agree | Agree strongly |
|---|---|---|---|---|---|---|---|---|---|
| (64) | 91. | Members of this organization are inclined to share tasks. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (65) | 92. | Members feel free to ask other members for work assistance. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (66) | 93. | Members of this organization do not view themselves as being part of a team effort. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (67) | 94. | A cooperative attitude is important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (68) | 95. | I hold a cooperative attitude in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Comments for "Cooperation":**

(69-70) ☐ **Factor D Score**

**ENERGY CONDITION**

**Factor E: Adaptability**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| (71) | 96. | Members of this organization are flexible, not rigid, in how they participate in it. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (72) | 97. | Members are open, rather than closed, to alternative ways of doing things. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (73) | 98. | Members resist change occurring in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (74) | 99. | An adaptable attitude is important for this organization to function well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (75) | 100. | I hold an adaptable attitude in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

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**Comments for "Adaptability":**

(76-77) ☐ **Factor E Score**

(78-79-80) ☐ **Energy Condition Score Total**

Col. (1)(2)(3)(4) (5)(6)(7) ☐ **Total CORE Conditions Score**

## Biographical Section

Please complete this Section by writing the proper number in the line opposite the question. This information will allow for better understanding of your organization.

(8) 101. Your organization's name is _____

(9) 102. Indicate the type of organization it is: _____

(1) Governance
(2) Programming
(3) Media
(4) Scholarship, Honor, Recognition, Service
(5) Professional/Departmental
(6) Recreation
(7) Religious
(8) Special
(9) Graduate (non-Medical or Law)
(10) Social fraternity
(11) Social sorority
(12) Medical
(13) Law
(14) University Group/Campus Ministries
(15) Residence Hall

(10) 103. Are you an officer of this group? _____

(1) Yes
(2) No

(11) 104. Your sex? _____

(1) Female
(2) Male



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(12) 105. Your class standing? _____

(1) Freshman
(2) Sophomore
(3) Junior
(4) Senior
(5) Graduate (non Medical or Law)
(6) Law
(7) Medical

(13) 106. What was your last reported Cumulative Grade Point Average? _____

(1) Below 2.00
(2) 2.01-2.49
(3) 2.50-2.99
(4) 3.00-3.49
(5) 3.50 & Above

(14) 107. To how many other student organizations do you belong? _____

(1) None
(2) 1-2
(3) 3-4
(4) Above 4

(15) 108. How long have you been a member of this organization? _____

(1) Just started this year
(2) One year
(3) Two years
(4) Three years
(5) More than three years

(16) 109. Overall, how well is this organization doing? _____

(1) Very inadequately
(2) Inadequately
(3) Slightly inadequately
(4) Neutral
(5) Slightly adequately
(6) Adequately
(7) Very adequately

## SCORING

1. Twenty Checklist items were written negatively, rather than positively, to promote instrument reliability. The scoring for these items must be reversed. These item numbers are: 3, 7, 13, 17, 23, 28, 33, 37, 43, 47, 52, 58, 62, 68, 73, 77, 83, 87, 93, and 98. Reverse this scoring as follows:

   "1" becomes "7"
   "2" becomes "6"
   "3" becomes "5"
   "4" remains "4"

2. Obtain Factor scores by adding the numbers you circled for each of the five items contained in every Factor. Insert the score you obtain in the appropriate "Factor Score" boxes.

3. Obtain CORE Condition scores by adding the Factor scores (Factors A+B+C+D+E) contained in each Condition. Insert the score you obtain in the appropriate "Condition Score Total" boxes.

4. Obtain the Total CORE Condition score by adding the Condition Score totals (Cohesion + Organization + Resourcefulness + Energy) already calculated. Insert this total score that you obtain in the Total CORE Condition Score box.

## DATA USAGE

Review your scores with others in the organization in an appropriate manner. Consider your scores for Factors, Conditions, and the overall score in relation to the total organization scores for these same areas. Discuss these scores as an organization. Attempt to identify areas of strength and areas for improvement in your organization. For assistance, contact the SOD Center.



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